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ABSTRACT

This annotated bibliography consists of materials in the ERIC system that deal with teaching English as a second language to persons who are illiterate, or functionally illiterate, in their native language. The items in the bibliography were obtained by means of a computer search of "Currnt Index to Journals in Education" and "Resources in Education." Although these materials were chosen for their focus on illiterate or functionally illiterte nonspeakers of English, many of the items are also applicable to other aspects of TESL and adult basic education. The 44 ites cited here are grouped into four subsections: (1) teacher training (preservice and inservice); (2) programs (descriptions, evaluations, and related research); (3) instructional and resource materials; and (4) theory and methodology. (Author)

ED105779

A SELECTED ERIC BIBLIOGRAPHY ON TEACHING ENGLISH AS A SECOND LANGUAGE TO THE ILLITERATE

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CAL·ERIC/CLL Series on Languages and Linguistics

Number 25

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The forty-four items cited here are grouped into four subsections:

1) teacher training (preservice and inservice),
2) programs (descriptions, evaluations and related research),
3) instructional and resource materials, and
4) theory and methodology.

EJ numbers refer to journal articles cited in Current Index to Journals in Education; ED numbers refer to documents abstracted in Resources in Education. All except two of the ED-numbered documents are available in microfiche or hard (paper) copy from the ERIC Document Reproduction Service; ordering information is given at the end of this bibliography. These documents may also be read on microfiche at one of the ERIC microfiche collections, located at all ERIC clearinghouses and in the education libraries of many colleges, universities and school systems. Sources are given for the two documents not available from ERIC and, where known, for those documents not available in paper copy from EDRS. Journal articles are not available from EDRS; the user must locate the periodical.

Teacher Training

EJ 087 954
Bartley, Diana E. and Di Pietro, Robert J. Microteaching and ABE-TESOL: A model program. American Foreign Language Teacher, 1973, 4 (1), 15-16; 37.

Describes a model summer institute for training teachers of English as a second language in adult basic education and the use of microteaching as a method for presentation of instructional materials.

ED 017 355
Lee, Nicholas and Roessel, Robert A., Jr. (eds.). Indian Education Workshops. Part I - Education of Indian Adults. Part II - Community Development in Indian Education. Arizona State University, Tempe, Indian Education Center, 1962. 329 pp.

During the summer of 1962, the Indian Education Center of Arizona State University offered two courses, Education of the Indian Adult and Community Development in Indian Education. Papers written by students in the courses and reports of guest speakers are presented in this volume. Topics covered include adult education through parent-teacher conferences, adult education plans for specific tribes or villages, community development programs such as preschool and elementary education, teenage activities, health education, literacy programs, and sanitation projects. The history, culture, and economy of several Indian tribes are reviewed. Bibliographies, tables, maps, and illustrations are scattered throughout the volume.

ED 045 570
Pre-Service Training Model for TESOL/ABE Teachers and Teacher-Aides. Volume 1. Southwestern Cooperative Educational Lab, Albuquerque, New Mexico, 1969. 107 pp.

Developed by the Proteus Adult Education Team of Visalia, California, this preservice training model, the result of a project for teachers and teacher-aides of Mexican American adult students, recommends a structure of 30 hours' intensive training conducted over a period of two weeks (to be followed by weekly 2 1/2-hour inservice sessions). This booklet contains materials and suggestions for the four preservice training objectives: (1) to give the participants an understanding of their motivation for working in an ABE/TESOL program (adult basic education/teaching English to speakers of other languages); (2) to give them a thorough understanding of the psychology of the adult learner; (3) to give them a first-hand experience of the difficulties involved in learning another language; and (4) to instruct

the teacher in TESOL techniques and methodology. Under objective (1) are questions suggested for use in small group discussions. Under objective (2) are an outline on factors to be considered in training adults followed by questions and suggestions for micro-lab and role play techniques. The remaining 73 pages, for objective (4), cover initial theory orientation and practical demonstration lessons based on these concepts of the TESOL class: sound drills, pattern practice, vocabulary development, controlled conversation, reading, writing, testing, warm-ups, games, etc. Suggested readings and speakers also included. [Hard copy not available from EDRS.]

ED 045 571
In-Service Training Model for TESOL/ABE Teacher-Aides. Volume 2. Southwestern Cooperative Educational Lab, Albuquerque, New Mexico, 1969. 99 pp. ⟹

This document contains discussion of each of the 10 objectives of the inservice program to prepare teachers and aides for the TESL/ABE (Teaching English as a Second Language/Adult Basic Education) class. The objectives are to instruct participants in (1) the component parts of an ABE/TESOL class; (2) construction and design of visual aides such as chalkboard, flashcards, pictures, slides, filmstrips, opaque projectors, overlays, motion pictures, bulletin boards, and television; (3) the use and operation of video tape records, tape recorder, 16 mm film projector, filmstrip projector, language master, and overhead projector; (4) the development and writing of behavioral objectives; (5) researching the community to provide learning experiences for the learner; and (6) developing TESOL units related to the community. Teacher and aide (7) will be involved in discussions on their respective roles and how they relate to each other in order to work as a team; (8) will go through a number of published TESOL textbooks for the purpose of exposing them to different approaches and formats in teaching TESOL; and (9) will be provided with a vehicle by which they will be able to self-evaluate their performance in the classroom. (10) Teachers will be instructed on classroom strategies (large group, small group, and independent study). An essay, "UHF and Microwaves in Transmitting Language Skills," by Earl W. Stevick, is included as well as sample TESOL units (on car insurance) and a 52-item bibliography including 15 references on Mexican Americans. [Hard copy not available from EDRS.]

ED 052 440
Institute for Training Adult Basic Education Teachers (Formerly Training Fellowship for Adult Basic Education Teachers). University of Southern California, Los Angeles, School of Education, 1970. 158 pp.

This report describes how a one-year program prepared 30 pro-

fessional teachers of adult basic education, with emphasis on teaching English as a second language. The program utilized a team structure in modular modifications of existing course structure, including modules of field experiences, directed teaching, paid adult teaching in schools, and other innovative methods and experiences in a competency-based teacher education program. The report is an endorsement of the premise that professionalization of teaching is essential to the improvement of adult education, generally, and of adult basic education, specifically. The report's conclusions agree that the USC-ABE program provides a framework for preparation of professional teachers for adults and that the project met its obligation to serve as a national model.

ED 082 199
Mullen, Dana. Fluency First; Instructor Training Course. Training Research and Development Station, Prince Albert, Saskatchewan, 1972. 150 pp.

The purpose of this instructor-training course manual is to prepare effective instructors of oral English as a second language to illiterate adults of Indian ancestry who are taking, or preparing to take, a basic literacy course. The contents include: (1) "Introduction," which looks at program objectives, a model of the course, terminal behaviors, and instructional objectives; (2) "Outline Notes for Proposed Topics," which discusses the nature of language, traditional Indian culture, the sound system of English, adult learners, grammar, learning a language, TESL, sentence patterns, English sounds, dialogue teaching, visual materials, informal oral language activities, comprehension activities, and evaluating students' progress; (3) "Learning Activities," which lists specific activities for the student to complete; (4) "List of References for Learning Activities," which contains the suggested materials to be used with the learning activities; (5) "Work Cards," which are specific learning activities to be completed by the student; (6) "Equipment for the Instructor's Course," which lists the equipment the instructor will need; and (7) "Practical Placement Instrument," which discusses decisions the instructor needs to make, rating oral language, and student interviews.

ED 090 415
Bartley, Diana E. and James, Carl. Institute in Adult Basic Education: 1971. Final Report. Wisconsin University, Milwaukee, School of Education, 1971. 232 pp.

The immediate purpose of the 1971 Adult Basic Education Institute was the training or retraining of teachers in English as a second dialect or English as a foreign language to inner-city adults with an educational equivalency of eighth grade or less. The institute involved 96 participants (72 teachers and 24 supervisors)

in a program sensitizing them to the linguistic factors as well as the social conditions which make up their teaching environments. Teachers and supervisors were grouped according to one of three interrelated areas: English as a second dialect (Black), English as second dialect (Spanish), or English as a foreign language. The program was the first attempt to bring together a group of nationally known linguistics and TESOL specialists and experts in teacher training through microteaching procedures. Work in lecture-practicum sessions provided background in linguistic, cultural, and historical areas, while workshops centered on discussion of curricular problems and the writing of original curriculum materials. Summative evaluation included progress evaluation, questionnaire, evaluator observations, and a follow-up study. A major contribution of the institute would be development of leadership potential indicated by the follow-up study. Appendixes consist of approximately 40 pages.

ED 090 416
Bartley, Diana E. Institute in Adult Basic Education: A Model Program 1972. Final Report. Wisconsin University, Milwaukee, School of Education, 1972. 211 pp.

The immediate purpose of the 1972 Adult Basic Education Institute, a Teachers of English to Speakers of Other Languages project at the University of Wisconsin-Milwaukee, was the training or retraining of teachers in English as a second dialect or English as a foreign language to inner-city adults with an educational equivalency of eighth grade or less. The institute involved 48 participants in a program of teacher training and supervision to sensitize them to the linguistic factors as well as the social conditions which make up their teaching environments. Teachers and supervisors were grouped according to one of three interrelated areas: English as second dialect (Black), English as a second dialect (Spanish), or English as a foreign language. The instructional program included microteaching experiences devoted to refinement of technical skills, lecture-practicum sessions providing linguistic/cultural/historical background, and workshops to expand curriculum materials and projects. The 75-page appendix is made up of dissemination, follow-up, publicity, participant, and exhibit information. Follow-up questionnaires rated workshops and microteaching as the outstanding aspects of the program. An outline summary of interviews and follow-up visits is included to show leadership development and the implementation of institute training, ideas, and materials.

ED 090 417
Bartley, Diana E. Staff Development Microteaching Workshop in Adult Basic Education-TESOL: A Region V Project. Final Report. Wisconsin University, Milwaukee, School of Education, 1973. 110 pp.

The immediate purpose of the 1973 tri-state (Illinois, Indiana,

Wisconsin) Adult Basic Education workshop, a Teachers of English to Speakers of Other Languages project at the University of Wisconsin-Milwaukee (four and one-half days), was the training or retraining of teachers in English as a second dialect or English as a foreign language to adults with an educational equivalency of eighth grade or less. The workshops involved 35 participants in a program sensitizing them to the linguistic factors as well as the social conditions which make up their teaching environments. Microteaching sessions formed the core of the workshop. Also offered were lecture-discussion sessions and seminars. The workshop program applied the national program's seminars in applied linguistics, history, and culture to a regional level. Evaluation indicated the workshop to be a successful and satisfying experience. Future modifications seemed to be directed toward creating a more practical cultural workshop. Approximately one-third of the document consists of appendixes.

Programs--Descriptions, Evaluations and Related Research

EJ 034 746
Kersey, Harry A., Jr. An adult education program for Seminole Indians in Florida. Adult Leadership, 1971, 19 (9), 281-282, 310.

EJ 056 666
MacKenzie, Janet and Aeimers, Alfred. Illiteracy among immigrants to Canada--A survey of policies, programmes and problems. Literacy Discussion, 1971, 2 (4), 31-45.

EJ 056 703
Darkenwald, G. Literacy education for non-English-speaking adults in the U.S.A. Literacy Discussion, 1971, 2 (4), 155-69.

Presents research findings concerned with developing education programs for adult immigrants; emphasis is given to critical problems of recruitment, persistence, and instruction.

EJ 074 995
Niemi, John A. Classroom experiments. 1: English for "old" Canadians: The Finnish project in British Columbia. English Quarterly, 1972, 5 (3), 105-09.

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ED 012 856
Evaluation of the EOA Basic Education Program, 1965-66. Oakland Unified School District, California, 1966. 49 pp.

Classes in basic education and English for foreign-speaking persons, funded by the Economic Opportunity Act (EOA), were begun in January 1965 in adult day schools in Oakland, California, for men and AFDA mothers who tested at less than eighth-grade level. Welfare payments were continued and cash reimbursements and child care provided for mothers. Remedial prevocational classes in prenursing, prehousekeeping, preclerical, or pretechnical areas were provided. Student achievement was tested with the Stanford Achievement Test (SAT), the results simulating third- to fifth-grade levels. These tests may have provided an inadequate indication of student growth, in that they are tests for elementary children, they were administered at different times during the course, and there were considerable age differences among the persons tested. Teachers of adult basic education indicated that about half of the students made good to excellent progress, more in motivation and self-confidence than in skills. In the English for foreign-speaking classes, 50 to 80 percent of the work showed good to excellent progress, especially in the skill area. Students rated as most important improvement in reading, amount of learning, helping their families, and planning budgets. Appendixes include the teacher rating scale, student rating scale, questionnaire, six tables, and student biographies.

ED 015 361
Texas Adult Migrant Education. Progress Report. Texas Education Agency, Austin, 1966. 9 pp.

The Texas Office of Opportunity has devised a program to meet the educational needs of the migrant laborer. Basic education provides reading, writing, and English instruction, citizenship and safety education, occupational orientation, and guidance and counseling programs. Homemaking education includes nutrition, child guidance and development, sanitation, home management, and clothing. Occupational training for jobs such as appliance and mechanical repairing, food service, and in building and metal trades is provided. An advisory committee composed of migrants, representatives from occupational groups, and educators provides program guides. Present problems include recruiting qualified teachers, providing teaching materials and aides, solving controversies over paying of stipends, and meeting educational needs of non-migrants. The program has generated much enthusiasm and created a positive home learning atmosphere for migrant children, revealed in their higher rate of school attendance. Teachers have expressed great satisfaction with their classes and a greater social consciousness of the migrant problems. Greater community participation has developed as well.

ED 016 386
Cripwell, Kenneth K. R. Teaching Adults by Television, a Report of an Experimen. in the Teaching of Elementary English and Arithmetic to Adult Africans on the Copperbelt, Zambia, 1963-1965. Rhodesia University College, Salisbury, 1966. 137 pp.

Three experiments were designed to teach adult men with limited education a closed-circuit televised course in English and arithmetic, to be reinforced by conventional classroom instruction. Background and general procedures of the experiments are described. Statistical data reported for comparisons on ability before and after instruction among experimental samples compared, on some variables, to a control group. Results (some statistically significant) showing that adults appeared to learn at least as fast by TV as in a conventional classroom are discussed, along with possible design and sampling errors.

ED 016 977
Regan, Timothy F. and Scarth, Peter. ESOL and the Mexican-American, 1968. 2 pp.

Currently, Federal agencies and various state departments of education are conducting literacy programs and programs in ESOL (English for Speakers of Other Languages) for some 1,500,000 Mexican-American migrant workers. To a great extent, these programs have been to some degree unsuccessful because they have disregarded the learner's psychological set and cultural heritage. In spite of research which shows that children learn to read and write English faster and more effectively if first taught their native Spanish, schools continue to insist on all-English classes. This, in addition to the mental confusion and incomplete mastery of the two languages which the all-English approach produces, results in (1) poor achievement on diagnostic tests and in classwork, (2) high dropout rates, and (3) illiteracy (often in both Spanish and English). Inappropriate methodology and materials are two basic reasons for failure in the adult education programs. Signifying a "brighter future" in the field of ESOL are (1) greater efforts at coordination by national agencies, (2) innovative programs, and (3) the use of professionally trained ESOL specialists. [This article appears in The Linguistic Reporter, April 1968. Single copies are available upon request from the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.]

ED 016 986
Goodwin, Sarah Hall. Spoken-English Lessons for Spanish-Speaking Migrant Farm Workers, 1967. 8 pp.

Plans for teaching English as a second language to the 200,000 Spanish-speaking farm workers who move in and out of South Texas

into more than 30 states must take into consideration the physical facts of poverty, mobility, and lives disordered by seasonal work, as well as psychological handicaps and educational deficiencies. The first large comprehensive migrant project financed by the Office of Economic Opportunity and involving the teaching of English was the Valley Migrant League in northwestern Oregon. This private non-profit agency, organized in 1965, has set up educational and social services for children and adults. The adult education curriculum encompasses three areas--(1) spoken English, (2) basic (or elementary) education, and (3) preparation for the general education development test for the high school equivalency diploma. At present, class organization includes (1) short-term summer classes in or near farm labor camps, (2) evening classes two or three times a week throughout the year for resident seasonal farm workers, (3) individual tutoring, and (4) full-time, 15-week, winter day schools. The audiolingual English materials prepared under the aegis of the league use the initial teaching alphabet and have been revised and expanded into a 250-page mimeographed volume. [This article appears in TESOL Quarterly, volume 1, number 4, December 1967, published by TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.]

ED 023 983
Annual Report, July 1, 1967-June 30, 1968. Adult Basic Education, Milwaukee, Wisconsin Council for Spanish Speaking, 1968. 86 pp.

Geared to the special needs of undereducated Spanish-speaking adults in greater Milwaukee, this adult basic education program incorporates English instruction at the basic, intermediate, or low-advanced level; instruction in establishing an English-speaking atmosphere for children; job-seeking skills for obtaining better paid or more suitable work; guidance services in urban living, job placement, health, and sanitation; and basic skills for functioning adequately in society. Paraprofessional teachers have been chosen from the same socioeconomic background as the students, and then trained in frequent inservice seminars and (in five cases) special teacher institutes as well. The majority of students during 1967-68 were interested in English as a second language, were grade school dropouts seeking better jobs, or were high school dropouts seeking a diploma or certificate. A language laboratory and various other instructional materials and aids were used. Evaluations of the program and of student progress were strongly favorable. Plans for the near future include new teachers and neighborhood workers, a resource index for teachers, programmed instruction, health classes, and student certificates.

ED 031 316
English Program for Agricultural Migrant Workers. Puerto Rico Commonwealth, New York, New York Department of Labor, 1958. 21 pp.

By legislative action in June 1958, the Commonwealth of Puerto Rico initiated a program to teach English as a second language to Spanish-speaking migrant workers. The purpose of the program is to improve employer-employee relationships and to help the agricultural migrant adjust to the English-oriented community when he is seasonally employed in the continental United States. Formal classes (vocabulary and language patterns), orientation periods (local laws, current events, consumer education), and recreational activities (games, sports, visits) are the three phases of the program. Lessons are divided into three groups providing for varying degrees of knowledge of English. Procedures for teaching, including use of audiovisual aids, are included.

ED 056 565
Mullen, Dana. A Plan for Fluency First. Saskatchewan NewStart, Inc., Prince Albert, 1971. 183 pp.

The program discussed in this report is designed for teaching English as a second language to disadvantaged adults among the Indian and Metis population in the northern prairie lands of Canada. It is especially intended for adults who are not literate in their own language and takes into account the fact that the students must speak English before they can learn to read it. The teaching approach is directly related to the interests of the trainees, and content, methods, and visual aids are constructed according to their experience. A situational approach is used. Other special features of the course include detailed use of instructional objectives and a planned daily "Talking Hour" in the students' own language. The course is planned as an integrated whole, so that the language lessons prepare the trainees for reading and mathematics. The report provides details on program organization and annotated lists of materials concerning language and language teaching, and Indian culture and history. A proposed course content is provided along with a discussion of instructional arrangements and objectives.

ED 060 405
A Total System Approach Attacking the Educational Problems of the Illiterate Spanish-Surnamed Adults. Final Report. Southwestern Cooperative Educational Lab, Albuquerque, New Mexico, 1969. 49 pp.

A program for the development and production of basic oral English lessons for non-English-speaking, Spanish-speaking adults is discussed. This program incorporates animation, choreography,

and other entertaining elements coupled with the instructional features of the lessons. Steps were taken to develop a total educational TV package.

ED 061 477
A Regional Educational Television Project for Non-English-Speaking Spanish-Surnamed Adults. Final Report. Southwestern Cooperative Educational Lab, Albuquerque, New Mexico, 1967. 112 pp.

Educational television (ETV), as a demonstration project for reaching a target population of migrant Spanish-speaking Mexican Americans in the Southwest region with low literacy backgrounds, was studied. Two state departments (Arizona and California) and the University of Colorado were enlisted to participate in the project. The Southwestern Cooperative Educational Laboratory acted as systems manager to develop and produce components for a prototype instructional package for undereducated and illiterate Spanish-speaking adults. A two-day Adult Basic Education Conference was held to identify priority areas of need in ABE. Instructional elements that evolved from the conference were the development of paper and pencil materials, a delivery system for the video tape-player and pencil instructional package, and an active ABE clearinghouse. The conference also proposed the introduction of teacher-training programs for teachers and aides of Spanish-speaking adults in basic education programs. Three appendixes present material related to the project.

ED 061 492
Navajo Adult Basic Education. Navajo Community College, Chinle, Arizona, 1971. 106 pp.

The objectives of this special experimental demonstration project in adult basic education for the Navajo were: (1) to raise the educational and social level of Navajo adult students who are unable to read, write, and speak English; (2) to assist the Navajo adult students to take advantage of occupational and vocational training programs; (3) to assist Navajo adult students to be aware of the various service agencies on or near the Navajo reservation; (4) to encourage the Navajo adult students to better meet their responsibilities as bicultural individuals and parents; (5) to promote the personal well-being and happiness of each Navajo adult student. The NABE is operating in 15 communities with a total enrollment of 350. Five instructors with assistants are employed to work directly with the participants. Approximately 18 hours a week of classroom instruction is given. Inservice training was provided for the staff. Navajo Community College's contributions to the project were made in a variety of areas, including faculty participation in the inservice training; provision of audiovisual materials and the production of a film; payroll, budget, and financial services; the loaning of

vehicles; library services; public information and publicity services; and the provision of Navajo culture consultants. Groups from the Navajo Studies program, nursing program, and home economics department were involved in the project.

ED 075 689
Building Communication Skills: Home-School-Community. July 1, 1970 to June 30, 1972. Florence-Firestone Project. Final Report. Los Angeles Unified School District, California, 1972. 314 pp.

An English as a second language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was built on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue among home, school, and community and to encourage involvement in PTA, school board, and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidenced in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided.

Instructional and Resource Materials

ED 012 852
Hollis, Jennie-Clyde. Curriculum Guide to Adult Basic Education, Intermediate Level. Office of Education (DHEW), Washington, D.C., 1966. 240 pp.

To meet the needs of the undereducated whose skills approximate fourth- to eighth-grade reading level and those for whom learning English as a new language is the first step in job training, 20 occupationally oriented units of instruction in reading and related skills and a section on teaching the course are outlined. Units, planned for twenty 40-hour weeks, are presented sequentially in graded order, and in each one the previous unit

is reviewed as the basis of new learning. Primary emphasis is on reading, but arithmetic, speech, handwriting, social studies, and science are presented concurrently, making each unit and each day's instruction an interrelated whole. Suggestions on teacher preparation, teaching aids, and methodology are built into the units. These are reinforced by the second part of the guide--teaching the course--which includes a daily schedule; a sample unit plan; suggestions for drills, exercises, testing, and using visual aids; and guides to related subjects. Appended are a simplified plan for screening prospective students; a word list; and materials on evaluating instructional material, English as a second language, and readable writing. This document, FS 5.213 13031, is also available from the U.S. Government Printing Office, Washington, D.C., 20402, for $1.50.

ED 021 650
Mitchell, Elizabeth. Help through Learning English. Home Education Livelihood Program, Albuquerque, New Mexico, 1965. 149 pp.

Teaching English as a second language is the purpose of this curriculum guide developed for adult basic literacy classes within the Home Education Livelihood Program in New Mexico. The guide consists of 16 teaching units composed of conversations and exercises with teaching notes. Emphasis is on memorization through oral and written drills.

ED 030 052
Bibliography for Migrant Education Programs. Educational Systems Corporation, Washington, D.C., 1968. 114 pp.

This annotated bibliography of curriculum and other materials is designed primarily to assist consultants and project directors for migrant and seasonal farm worker programs under the Office of Economic Opportunity. Curriculum materials for reading and language, English as a second language, social studies, mathematics, vocational education, and general adult basic education appear in the first section. Subsequent sections list testing instruments (reading and language, intelligence and general ability, achievement, vocational interests); professional journals, periodicals, and related matter on disadvantaged children and migrant ethnic groups; selected background studies and bibliographies on the Puerto Rican population; guides to education and career opportunities; Federal government and other publications aimed at social and personal betterment; films and filmstrips; and miscellaneous catalogs and bibliographies. Prices (including free items) are cited wherever possible. An extensive list of publishers is also included.

ED 034 147
Teaching English as a Second Language; Adult Basic Education Teacher's Guide. Texas Education Agency, Austin, 1969. 130 pp.

Designed to help local public educational agencies serve Spanish-speaking adults, this adult basic education curriculum and teaching guide for English as a second language provides vocabulary, sentence pattern drills, question and answer practice, and other specific suggestions. Included are sessions for getting acquainted, followed by units on the school setting (with days of the week, colors, and other appropriate vocabulary), home and family, employment and job seeking, community helpers and community resources, government and voting, parts of the body, personal cleanliness and family health needs, numbers, telling time, and legal rights. Uses of tape recordings with sentence pattern drill and comprehension and conversation exercises are illustrated. The document includes bibliographies of professional texts and classroom materials.

ED 042 108
Steuart, R. Calvert. An Evaluation of the Educational Effectiveness of Selected ABE Materials. Wisconsin State Board of Vocational, Technical, and Adult Education, Madison, 1968. 192 pp.

Conducted in Wisconsin, this study evaluated two literacy programs--the Mott Basic Language Skills Program and the Sullivan "Programmed Reading for Adults"--in order to develop a more effective adult basic education (ABE) curriculum. Attention was also given to relationships between selected student characteristics and measured improvement in reading abilities, component parts of the adult literacy systems, and the relative effectiveness of components as judged in observations of student reactions and progress. Pretest and posttest measures of selected primary reading skills were given to 42 Spanish-speaking, functionally illiterate adults who were learning English as a second language. Qualified ABE instructors were obtained who were not acquainted with or biased toward either the Mott or the Sullivan system, and who would teach them as independent and separate methods. The Mott and the Sullivan systems both proved effective in teaching English as a second language. Motivation to learn and initial speaking ability in English were also significant predictors of success. (The report includes a bibliography, 39 tables, observation forms, an evaluation checklist, and excerpts from Mott Basic Language Skills and the Sullivan programmed reading system.)

ED 043 850
Thomas, Myra H. et al. Books Related to Adult Basic Education and Teaching English to Speakers of Other Languages. National Center for Educational Communication (DHEW/OE), Washington, D.C., 1970. 25 pp.

This is a two-part bibliography of recently received textbooks and professional resources in the Educational Materials Center. The bibliography on adult basic education lists publications received between September 1968 and May 1970 for teaching adults the first essential skills of reading, writing, arithmetic, community living, and citizenship. Only materials specifically developed for adult basic education are included. Performance levels of materials listed range from 0 through seventh or eighth grade; however, seventh- and eighth-grade materials are included only if they are part of a sequential program beginning within the elementary grade range. All materials related to teaching English to speakers of other languages published in the United States since 1965 and received in the Center through April 1970 are included in the second part of the bibliography. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE 5.213:13039 $0.30). [Hard copy not available from EDRS.]

ED 044 599
Adult Basic Education; A Bibliography of Materials. Michigan State Department of Education, Lansing, 1969. 168 pp.

This document is an attempt to provide a comprehensive, annotated listing of curriculum materials and equipment available to assist adult basic education students. The materials are arranged alphabetically by author under the subject headings reading, spelling and writing skills; English grammar; English as a second language; computation skills; science; social studies; administration of adult programs; the teacher in adult programs; testing and evaluation; periodicals and special publications; audiovisual; and adult high school. Materials are indexed by title, author, and publisher, and there is a listing of publishers with addresses in the appendix.

ED 069 948
Adult Basic Education: An Evaluation of Materials. Volume I. Resource Materials on English as a Second Language. Southwestern Cooperative Educational Lab, Albuquerque, New Mexico. 117 pp.

This document is meant to provide resource materials for Adult Basic Education (ABE) personnel who work with Spanish-speaking adults. The information presented was acquired from commercial publishers throughout the country. Portions of the materials are also designed for children and junior and senior high school

students. Included are Title, Author, Publisher, Objectives, Criterion Measures, Instructional Components, Learner Prerequisites, Teacher Requirements, Reliability Effect, Cost, and Time.

ED 083 318
Rosen, Pamela, ed. Tests for Educationally Disadvantaged Adults. Educational Testing Service, Princeton, New Jersey, 1973. 12 pp.

Sixty-five instruments, published between 1925 and 1972, are described in this annotated bibliography. The devices are intended for adults who have received only an elementary education, and adults who have completed high school, but whose education was impaired due to learning disabilities or other educational handicaps. Both achievement and aptitude measures are included, covering such areas as intelligence, ability, learning skills, non-verbal reasoning, vocabulary, reading, and mathematics. The Spanish editions of several tests in English as a second language are presented. The publisher's name and address is provided for each instrument. Also available from Test Collection, Educational Testing Service, Rosedale Road, Princeton, New Jersey 08540.

ED 086 724
Poczik, Robert. English as a Second Language Tests. New York State Education Department, Albany. Bureau of Basic Continuing Education, 1973. 15 pp.

Four tests, the Oral Placement Test, and Oral Production Test Levels I, II and III are designed to measure auditory comprerehension, oral production, the ability to ask questions, and conversational skills. The instruments are appropriate for use in adult basic education programs. The placement test can be used to place students at various class levels solely on the basis of oral language abilities. The oral production tests can be used to determine whether a student has mastered the oral language skills at one level and is ready to proceed to the next. The achievement tests can be used diagnostically if the student's errors are noted on his test as it is scored. The test can be administered in 5 to 10 minutes. Copies of the tests, scoring keys, and directions for administering are provided. No technical data is reported. Also available from Robert Poczik, New York State Education Department, State University of New York, Albany, New York 12224.

EJ 023 533
Martinez, Armando. Literacy through democratization of education. Harvard Educational Review, 1970, 40 (2), 280-82.

Children of foreign families should receive instruction in their native language first. Only in this way can they ever make the transfer to English.

EJ 049 109
Preston, Dennis R. English as a second language in adult basic education programs. TESOL Quarterly, 1971, 5 (3), 181-196.

ED 016 164
Laubach, Robert S. A Study of Communications to Adults of Limited Reading Ability by Specially Written Materials. 1963.

Two hypotheses were studied--that adults considered functionally illiterate may receive communication by specially written materials, and that these materials may be prepared in various ways which will differentiate in communication conveyed. Four newspaper articles were rewritten in three different ways. These and the original form were administered as silent reading exercises in adult elementary classes in Philadelphia and Cleveland. One sample (164 white, foreign-born participants) spoke English as a second language, while in the other group, 104 adults, primarily Negro, spoke English as their native tongue. Analysis of variance supported the first hypothesis, that communication may be increased by specially written materials, but not the second, that different ways of writing would differentiate. This was interpreted to mean that while adult educators express the need for more simplified reading materials for adults, care should be taken to assure the appropriate use of such materials. It may be recommended that these materials be used as supplementary reading in supervised learning situations. [Not available from EDRS. May be ordered from University Microfilms, Ann Arbor, Michigan, Order No. 64-2298. Microfilm $2.75. Xerography $8.60. 189 pages.]

ED 025 351
Olivero, James L. et al. The Chicano Is Coming Out of Tortilla Flats...One Way or the Other. Proceedings of the Conference on Adult Basic Education Sponsored by the Southwestern Cooperative Educational Laboratory, Inc. (Albuquerque, July 29-30, 1968). 1968. 42 pp.

The purposes of the Conference on Adult Basic Education were

to determine the most pressing problems facing American Spanish-speaking adults, and to establish collaborative and coordinated efforts to attack these problems. Problems discussed included acculturation processes, unemployment, political implications for Mexican Americans, establishment of equal educational opportunities for Mexican Americans, and availability of diverse media for the teaching of English as a second language. Extensive information exchange among the participants led to the recommendation that an adult basic education clearinghouse be established at the Southwestern Cooperative Educational Laboratory to further and continue this exchange.

ED 028 353
A Guide for Curriculum Planning; Basic Education for Adults. Texas Education Agency, Austin, 1968. 205 pp.

This curriculum and teaching guide is designed to provide for adult learning in the areas of communication, mathematics, science and health, citizenship and social skills, and occupational opportunities. Typical characteristics of adult basic education students and of successful teachers are noted. Procedures and materials for imparting skills in listening, speaking, reading, writing, and spelling are outlined on three skill levels, with emphasis on the needs of non-English-speaking students. Specific learning objectives, sequences of activities, and instructional materials are suggested for each content area. The document also includes a program evaluation form, an individual progress record (mathematics), the General Education Development refresher course, and a selected bibliography of professional readings.

ED 032 517
Regan, Timothy F. ESOL and the Adult Learner. 1969. 7 pp.

Problems of adult basic education in the United States, symptomatic of the connection between poverty, poor education, and unemployment, have forged for the disadvantaged adult most of the links in the unbreakable chain of deprivation, frustration, and despair. The problem of ESOL (English for Speakers of Other Languages) instruction is complicated by the changing relationship between education and the ability to obtain employment. The treatment of the Mexican-American particularly, in trying to achieve acculturation rather than assimilation, has resulted in the wholesale dropout of two generations of students, now adults, who must be molded into functioning members of society. Compared to children, adults have a much larger native language vocabulary and have already developed abstract concepts in their first language. Also, if they are literate in their own language, they can usually make conscious and deliberate use of grammatical generalizations and apply them to new language experiences. Because of these two factors, the following features

of the audiolingual method represent a conflict of learning theory and are pedagogically inappropriate for the adult education student in ESOL: (1) dialog-centered lessons; (2) inductive learning of grammatical patterns; (3) avoidance of the native language; (4) withholding the written form; and (5) natural speed of presentation.

ED 042 152
Thonis, Eleanor Wall. Teaching Reading to Non-English Speakers. Collier-Macmillan Teacher's Library, 1970. 270 pp.

Chapter 1 in this teacher's guide to the teaching of reading to non-English speakers presents an overview of the prereading level and makes suggestions to teachers who are preparing pupils for beginning reading instruction. Chapter 2 defines the relationship between oral and written language, gives some of the learning theories which apply to reading, and mentions the common approaches to beginning reading. Chapter 3 is devoted to the skills of reading and offers suggestions on skill development. Chapter 4 discusses the use of reading in the various subject matter areas of the curriculum. Chapter 5 describes the reading process in second language learning and the prereading skills necessary to success. The nature of bilingualism is explored and some of the interference between speech and print is discussed. Chapter 6 provides another view of reading skill development from the position of the non-native speaker who is acquiring reading skills in English. Chapter 7 points out some of the skills needed in the subject matter areas. Chapter 8 suggests criteria for the selection of materials and techniques in teaching reading in a second language. Chapters 9 and 10 discuss in some detail testing to determine reading achievement, and present conclusions and a rationale for an experimental reading curriculum. [Not available from EDRS. May be obtained from the Macmillan Company, 866 Third Avenue, New York, New York 10022.]

ED 044 236
An Inquiry into the Effects of Goals in the Motivation of Adult Students in the New Mexico Adult Basic Education Program. New Mexico State Department of Education, Santa Fe. Division of Adult Education, 1967. 111 pp.

The purpose of this study was threefold: (1) to identify and describe the motivation of adult basic education students, (2) to determine if a relationship exists between goals, and (3) to determine how the knowledge of these findings can influence program development. Some 750 adult students were selected from ten communities in New Mexico. Information was gathered with the use of two forms. One form was filled in by the students and consisted of open-end questions designed to get answers on goals, needs, motivation, and student characteristics. The second form

consisted of attendance charts kept by the teacher for 12 weeks. Results of this study showed that the students could be grouped into one of three goals categories: (1) the student who wishes to learn how to speak, read, and write in the English language; (2) the student who wishes to obtain better employment opportunities; and (3) the student who wishes to pass the General Educational Development examination. Findings indicated that attendance and motivation were high in categories (1) and (3) but extremely low in category (2). This led to the conclusion that attendance and high motivation are directly proportional to the immediacy or feasibility of one's goal.

ED 078 286
Strategies and Responsibilities in Adult Basic Education Programs. Ohio State Department of Education, Columbus, 1973. 39 pp.

Five articles concerning adult basic education are presented. These are: "Recruitment Strategies for Adult Basic Education," by Ron Howard; "Native to the Hills," by Myrtle Reul; "The Learning Laboratory--A Valid System for Adult Basic Education," by Joe Carter; "Reading Instruction for Illiterate Adults," by John George; and "Teaching English as a Second Language--A Challenging Responsibility," by Robert Avina and others. Howard's article focuses on the need for developing a systematic and relevant recruitment campaign. The second article examines the self-identity of the Appalachian Highlander. The objectives and uses of the learning laboratory are the subject of Carter's presentation. John George discusses the underlying causes of illiteracy and the best ways to approach the problem. Finally, Robert Avina concentrates on the prerequisites for a successful program for teaching English as a second language.

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